



Torridon Primary School

Behaviour Policy

2020 - 2021

Adopted and signed on behalf of the school by the Governing Body Representative at the meeting on:
Autumn Term 2019

Name of the Governing Body Representative: Margaret Brightman

Signature of the Governing Body Representative:

Margaret Brightman

Date signed: 22nd October 2019

Last reviewed: September 2020 (COVID19)

Next review due by: October 2023



TORRIDON PRIMARY SCHOOL

BEHAVIOUR POLICY

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

The Torrison 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 we need to change in order to remedy this. We may need to ask ourselves:

Is the learning challenging enough?

Is the differentiation adequate?

Is the timing of the task appropriate to the age and stage of individual children?

Does the type of activity promote engagement and active learning?

Could the activity encourage collaboration by being a group or paired task to engage learners?

How will resources support and scaffold individuals learning?
Are adults deployed effectively to maximise learning and independence?

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

Non-Verbal Communication:

As a school, we believe that non-verbal communication is the most effective way to get everyone's attention. This reminds the children of the constant behavioural expectations across the school. We use a hand up signal to communicate that everyone needs to be silent and focus on that person. In the playground, we communicate walking, stop etc by using signals.

Rewards:

Our strong belief 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.

Praise:

Praise is an effective and the most immediate way of rewarding behaviour. When children are praised, this reinforces and reaffirms positive behaviour for learning. 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 learning; I like the way that you included (name) in the game you're playing; I noticed that you _____ (linked to the learning question or success criteria).



Dojo Points:

We use class dojo points to monitor rewards and to provide a visual for the children. Dojo points are awarded to individuals who demonstrate either improvement or consistency in effort, behaviour or learning. When individual children have reached 20 dojo points, they choose a ten minute reward time for the end of the day. In KS1, this reward should take place at the end of the day the child has reached 20 points. In KS2, this may take place once a week for all children who have reached 20 points.

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 throughout the day for impressive choices or outstanding 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 reward options that they will vote on and work towards. Once the class have achieved **500 points**, they will then receive their reward. Generally, every

class should reach this number of points once per half term. Computing activities or anything screen-based are not given as rewards.

<u>Number of Points</u>	<u>Reward Time</u>	<u>Ideas for Reward Time</u>
500	1 hour reward time	Class game of rounders, outdoor games, cooking, art and craft activities, reading and drama time etc.

Star of the Week:

Each class teacher selects one child as the star each week. In celebration assembly on Friday, the teacher explains why they have chosen this particular child to be 'Star of the Week', making reference to the child's behaviour for learning. The child's photograph is displayed on the star of the week notice board in class. The child receives a certificate to take home. All children are chosen at least once throughout the year.

Class Compliments:

In every classroom, a photo is displayed of the star of the week. Children will be given time to share compliments about the child who is star of the week on a post-it note which is then stuck around their photo. These compliments are then shared with the children and displayed within the classroom. On Friday, the star of the week will take their compliments home to share with parents and carers and one copy is kept in the class compliments folder.

Examples of Outstanding Learning Behaviours:

<u>Above</u>	<u>Amazing</u>
<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 	<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

Torridon Behaviour Chart:

The Torridon behaviour chart is displayed in all classrooms and learning spaces. Children are able to 'turn behaviour around' throughout the day.

All children start on the green section of your behaviour chart at the beginning of every day. Children must go through the stages of the chart. There are six colour sections on our behaviour chart. A similar structure of rewards and consequences is used in the playground.

<u>Chart Section</u>	<u>Examples of Behaviour</u>	<u>Reward or Consequence</u>
Purple	Outstanding behaviour choices, such as demonstrating: resilience, risk taking, thinking,	2 dojo points

	reflecting, self-motivation and independence	
Green	Meeting the expectations of the Torridon Primary Code	N/A
Yellow	Disrupting learning by, for example: using inappropriate/offensive words, kissing teeth at others, touching or taking other people's equipment and choosing not to follow adult instructions.	Verbal warning Time out in the classroom in the reflection area Completion of reflection sheet
Orange	Continuing to disrupt learning following initial reflection time in class.	2 nd warning and move to another class in the year group with an orange slip for reflection. Completion of reflection sheet. Standard note sent home completed by class teacher.
Red	Continuing to disrupt learning following reflection time in another class <i>or</i> Physical altercations, including kicking, hitting, 'play fighting', swearing at another person.	Child is referred to a member of SLT. Member of SLT will contact parents/carers and log the incident on CPOMS. The child will lose part of a break time or lunchtime with a member of SLT.
Blue	Extreme physical altercations, including spitting or biting, racist or homophobic incidents, having weapons in school, incidents of cyber bullying, theft or vandalism or serious challenge to authority of all staff.	In exceptionally serious circumstances, children must be brought to the headteacher's office immediately. The headteacher will contact parents/carers and may give an internal or fixed term exclusion as a consequence.

Reflection Area:

All classrooms have a designated reflection table or, in EYFS, a space where children can spend some time away from others to calm down and reflect. Sand timers are used to support this process. Children then complete a reflection sheet to support them with taking responsibility for considering more appropriate choices than they may have made. After a child has used the reflection area, it must be cleaned before any other children may use this area of the classroom.

If there is persistent low level disruption over a period of time, 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.

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 refer to the behaviour and not the child at all times. We firmly believe that everybody in our school has the right to learn and express their individuality safely. Sanctions are used consistently and swiftly if any individual prevents this from happening.

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 if they are unable to feel a part of their class environment.

All red consequence slips will be recorded on CPOMS by a member of SLT 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. The will then be reviewed with the class teacher, parent or carer and a member of SLT.

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

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 consequence is only 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. All staff on duty in the playground work hard to maintain a positive environment through use of praise and other reinforcement. Rewards and consequences used in the playground align with the sections of the Torridon behaviour chart used in

lessons.

Chart Section	Examples of Behaviour	Reward or Consequence
Purple	Outstanding behaviour choices, such as helping a peer who is upset or has nobody to play with, volunteering to tidy away equipment.	Member of staff on duty passes this on to the class teacher who will award a dojo point.
Green	Meeting the expectations of the Torridon Primary Code	N/A
Yellow	Disrupting safe play, for example: using inappropriate/offensive words, kissing teeth at others and choosing not to follow adult instructions.	Verbal warning Time out in the reflection area in the playground
Orange	Continuing to disrupt safe play following initial reflection time.	2 nd warning and return to the reflection area in the playground.
Red	Continuing to disrupt safe play following reflection time <i>or</i> Physical altercations, including kicking, hitting, 'play fighting', swearing at another person.	Child is referred to a member of SLT. Member of SLT will contact parents/carers and log the incident on CPOMS. The child will lose part of a break time or lunchtime with a member of SLT.
Blue	Extreme physical altercations, including spitting or biting, racist or homophobic incidents, having weapons in school, incidents of cyber bullying, theft or vandalism or serious challenge to authority of all staff.	In exceptionally serious circumstances, children must be brought to the headteacher's office immediately. The headteacher will contact parents/carers and may give an internal or fixed term exclusion as a consequence.

Educational Visits:

Due to COVID-19, no educational visits will take place during the first half of the autumn term. Trust and safety are absolutely essential to the success of educational visits. If any individual has demonstrated any unsafe behaviours at school, a personal risk assessment must be completed. Children may 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, the class teacher should contact a member of SLT who may advise that an individual return to school.

Anti-Bullying:

We are committed to providing a safe environment for all pupils and staff. **Bullying is not acceptable. It can be physical, psychological or electronic/virtual.** We promote a culture of 'speaking out' against and challenging bullying behaviours. **Anybody who is aware of or suspects that bullying may be taking place must speak to a trustworthy 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. Please refer to the anti-bullying policy for further guidance.

Confiscating Property:

If children bring items into school which are inappropriate or not permitted, staff members may confiscate items. Examples of items which staff may confiscate include toys, sweets, electronic devices or any unsafe item. Staff members will usually return items at the end of the school day. Staff members will contact parents or carers if items are to be kept for a longer period of time.

Use of Reasonable Force:

On the rare occasion when a child is in danger of hurting themselves or others, staff may use reasonable force in line with DfE guidance. It is used as a last resort only and written records are uploaded to CPOMS.

Instances outside of School:

Children may receive consequences for poor behaviour or bullying that occurs off the school premises, for instance when travelling to/from school or when wearing school uniform, which is witnessed by a staff member or reported to the school. In such instances, a member of SLT will speak to any children involved to investigate and clarify events before giving any consequences. Parents or carers will be informed of any consequences given.

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 children 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.

Children:

We expect children 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 children to use reflection time as an opportunity to change their mindset and behaviours promptly. Children 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 behaviour not the child. Any conversations with parents and carers must be recorded on CPOMS to provide a written account of what have been discussed. At all times, members of staff must model the behaviour that is expected of children.

Parents and Carers::

We expect parents and carers to accept the standards and expectations of the school's behaviour policy at the point of enrolment and to act as role models of positive behaviour. Parents and carers support the school in its efforts to uphold these standards and expectations and allow school staff to resolve any issues. Parents and carers are not to approach other children regarding a behavioural incident which took place on school premises or on an educational visit. Interest should be shown in behaviour for learning successes and improvements, and we expect further intervention at home if there have been instances of poor behaviour for learning to prevent such instances from happening again. Parents and carers also have the responsibility for ensuring that children get to school on time with the clothing and equipment needed to be successful.