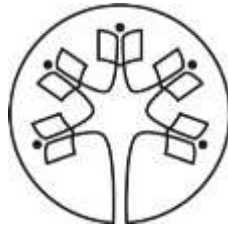




Torridon
Primary School

Behaviour Policy

Adopted and signed on behalf of the school by the Governing Body Representative at the meeting on:	Autumn Term 2023
Name of the Governing Body Representative:	
Signature of the Governing Body Representative:	
Date signed:	September 2023
Last reviewed:	August 2023
Next review due by:	October 2025



TORRINGTON PRIMARY SCHOOL BEHAVIOUR POLICY

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1. Torridon Expectations

Torridon 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. Our core values of: **aspiration, community diversity, excellence and respect** underpin all that we do.

At Torridon, we aim to engender a passion for learning and the pursuit of excellence in every aspect of learning. 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 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.

2. Aims and Purpose

1. To create an ethos where:

- Every child feels safe and secure
- Every child feels valued
- Every child develops into a confident individual
- All members of the school community treat one another with dignity, kindness and respect, 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 and 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.

3. Whole School Approach

It is central to an effective whole-school approach to behaviour that all members of staff are consistent and fair when implementing the behaviour policy so that it is a predictable environment. Some children may require additional support to meet our behaviour expectations and will have their own individual behaviour plan where necessary. This will be advised by the inclusion team and SLT.

The behaviour expectations are modelled by staff and are taught to the children eg children are expected to line up quietly outside the classroom, children are expected to walk around the school quietly and in a line. They are key habits and routines that are required for all children in the school.

4. 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 level of challenge appropriate?

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 individual 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.

5. 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 consistent 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.

6. 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).

7. 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.

The Torridon Primary Code:

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

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 around the school
6. We work as a team and value other people



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.

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 curriculum based 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.

8. 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.

Chart Section	Examples of Behaviour	Reward or Consequence
Purple	Outstanding behaviour choices, such as demonstrating: resilience, risk taking, thinking, reflecting, self-motivation and independence	2 dojo points
Green	Meeting the expectations of the Torridon Primary Code	
Yellow	Disrupting learning of self or others	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 year group lead's class for reflection. Completion of reflection sheet. Class teacher will contact parents /carers – speak to them at the end of the day or phone call
Red	Abusive behaviour eg physical altercations including kicking, hitting, 'play fighting', swearing at another person or verbal abuse.	Child is referred to a member of the senior leadership team. They will contact parents/carers and log the incident on CPOMS. The child will be suspended from the playground or the classroom.
Blue	Extreme physical altercations, including spitting or biting, having weapons in school, theft or vandalism; extreme verbal abuse or altercations; 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 suspension as a consequence.

Reflection Area:

All classrooms have a designated reflection table or 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.

If there are concerns over a period of time, the parent or carer of the child will be invited in to meet with a member of the class teacher and / or year group lead. 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.

9. Suspension and Exclusion

In very exceptional circumstances the HT may decide to issue a fixed term internal or external suspension. 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.

Suspension from school, for a fixed period is at the **headteacher's discretion**. Fixed term suspensions are used for extreme physical violence towards another child, or for physical aggression towards a member of staff; or abusive language or actions that are disrespectful to a person — their age, disability, gender, race, religion or belief, gender reassignment or orientation. They may also be used for other types of unacceptable behaviour, at the discretion of the headteacher.

Permanent Exclusion:

This will 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.

Suspension from school, either for a fixed period or on a permanent basis, is at the **headteacher's discretion**. Fixed term suspensions 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 suspension 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.

10. Break and Lunchtimes

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	
Yellow	Disrupting safe play.	Verbal warning
Orange	Continuing to disrupt safe play following initial reflection time.	2 nd warning Time out with a member of staff 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 the senior leadership team. They will contact parents/carers and log the incident on CPOMS. The child will be suspended from the playground.
Blue	Extreme physical altercations, including spitting or biting, having weapons in school, theft or vandalism; extreme verbal abuse or altercations; 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 suspension as a consequence.

11. 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. We have a team of staff members who are positive handling trained. It is used as a last resort only to prevent children committing an offence, injuring themselves or others or damaging property. Records are uploaded to CPOMS.

12. Educational Visits

Trust and safety are absolutely essential to the success of educational visits. If any individual has demonstrated any unsafe behaviours at school,, the child may not be allowed to attend any educational visits unless accompanied by their own parent/carer or a family member. We must ensure that all children 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.

13. 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.

14. Child-on-child violence and sexual harassment

Sexual violence and sexual harassment of any kind is treated as unacceptable at Torridon Primary School. We are committed to challenging all inappropriate language and behaviour between pupils. We promote 'speaking out' in order to ensure that sexually abusive language or behaviour is not normalised or seen as 'banter'. Anybody who is aware of, or suspects, that sexually inappropriate behaviour is happening must speak to a trustworthy adult and wherever necessary save any evidence. We believe that responding assertively to sexually inappropriate behaviour is an important intervention that helps prevent challenging, abusive and/or violent behaviour in the future. (KCSIE). As with all safeguarding matters, the designated safeguarding lead will be engaged and will make referrals if required.

17. Confiscating Property:

If children bring items into school which are not permitted, staff members may confiscate them. 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.



Mobile Phones and SMART Watches:

Mobile phones are only allowed in school for year 6 children who are walking to and from school by themselves. The phone must be switched off before the child enters the school premises and handed into the adult in their classroom. The phone must not be kept in a bag or pocket. Any phones that are not handed in will be confiscated and the parent or carer will be contacted. SMART watches are not allowed in school, and will be confiscated if worn.

Jewellery:

Stud earrings and watches (SMART watches are not allowed) are the only items allowed to be worn.



18. Instances of Misbehaviour outside of the School Premises

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.

19. Behaviour Incidents Online

Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of inappropriate images/videos and sexual harassment will be addressed in accordance with offline behaviour and has no place in a school environment, or an environment that leads back into school. We treat this 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.

Parents/carers are responsible for any online behaviour incidents amongst our children which occur outside the school day and off the school premises. However, if the incident poses a threat or causes emotional harm to another child, and/or could have repercussions for the ethos of the school, the school may decide to sanction the individual child.



20. 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. 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.



Torridon
Primary School



Torridon Behaviour Chart

Chart Section	Examples of Behaviour	Reward or Consequence
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Orange	Continuing to disrupt learning following initial reflection time in class.	2 nd warning and move year group lead's class for reflection. Completion of reflection sheet. Class teacher will contact parents /carers – speak to them at the end of the day or phone call
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